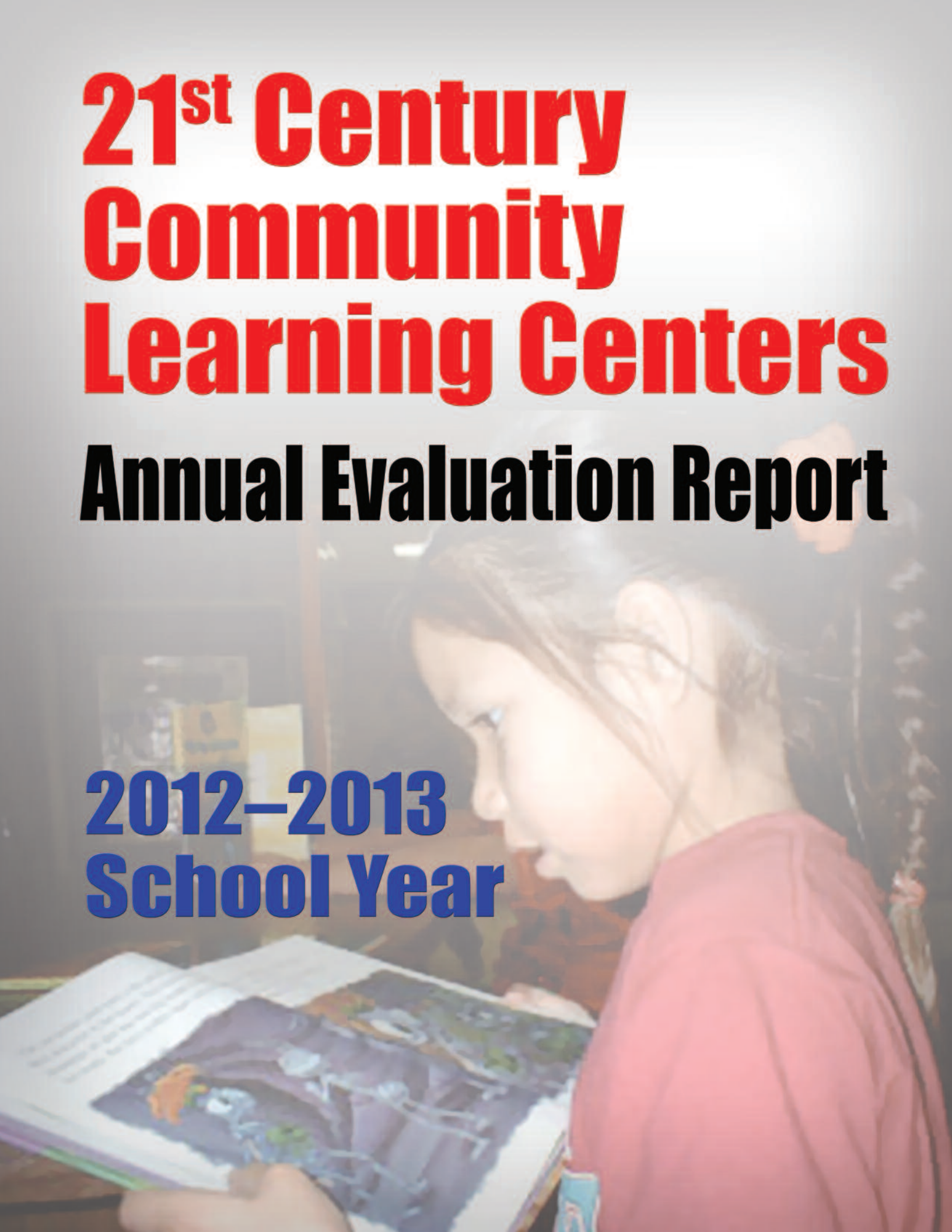
21st Century Community Learning Centers

Annual Evaluation Report

2012–2013 School Year



Purpose and History of Nebraska 21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) is a federally funded, competitive grant program designed to support the establishment of community learning centers serving students attending schools with high needs. The Nebraska Department of Education (NDE) administers these grants to offer students a broad array of services, programs, and activities during non-school hours, or periods when school is not in session (such as before- and afterschool or during summer recess).

In 1998, the 21st CCLC initiative was authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The No Child Left Behind (NCLB) Act of 2001 amended the initiative and transferred the administration to state departments of education.

The three overarching goals of this grant program are to: 1) improve student learning performance in one or more core academic areas; 2) improve student social and behavioral skills; and 3) increase family and community engagement in supporting students' education. Centers may provide a variety of services to achieve these goals, including remedial education and academic enrichment learning programs, tutoring and mentoring services, services for English Language Learning students, technology education programs, programs that promote parental involvement and family literacy, drug and violence prevention programs, and counseling programs, among other services.

Further information on 21st Century Community Learning Centers is available through the United States Department of Education. For more information about the Nebraska 21st Century Community Learning Centers grant program, call the office at 402-471-0876 or visit the web site at http://www.education.ne.gov/21stcclc. The US Department of Education website is located at http://www.ed.gov/programs/21stcclc/index.html.

Evaluation Purpose

The purpose of the 21st CCLC program evaluation is to provide: (a) descriptive information regarding the implementation of these programs, (b) process data that will assist the project staff in continually improving the quality of services to the students and their families, (c) outcome data that will assist the programs in determining the extent to which the program achieved its anticipated outcomes, and (d) required data to meet the federal NCLB, Title IVB program requirements. The evaluation was and will continue to be accomplished by collecting data across multiple sources and forms using both qualitative and quantitative approaches.

The evaluation design is based upon a utilization-focused approach (Patton, 2012) and utilizes the same continuous improvement model developed by the Nebraska Department of Education for school improvement planning. (http://www.education.ne.gov/CIPToolkit/).

Continuous Improvement Process

The overall design of the 21st CCLC Grant Program utilizes targeted academic and social/behavioral supports in before school, afterschool, out-of-school days (full

days during the school year when school is not in session), and summer school offerings. Local programs develop their own models to suit local needs, but must meet or exceed the parameters established in the grant application from NDE. Programs must base their model on local needs assessment data, describe curricular and evaluation approaches, and participate in a comprehensive, continuous improvement evaluation process. Programs select an external local evaluator to support their evaluation and continuous improvement process efforts. Programs are required to develop a core local management team, with recommended membership to include the project director, building principal, local evaluator, and other key stakeholders.

The NDE 21st CCLC management team identified the elements of a quality afterschool program and began to incorporate them into the continuous improvement process for local programs beginning in 2007. Each year local evaluation data is

submitted by June 15. The external statewide evaluator analyzes, verifies the accuracy of the submitted data, and develops "Continuous Improvement Process Data Snapshots" for each program. Indicators of quality were established on targeted data process areas (such as 90% return rates or greater on teacher, parent and student surveys) and on outcome areas (such as ratings of 3.50 or greater on observation domain categories). These snapshots include site level outcomes, grant program level outcomes, district level outcomes, and state level outcomes. The snapshot provides a summary of each school site's data outcomes and the overall program's data outcomes compared to state outcomes.

Each year, during the months of August and September, the NDE 21st CCLC management team meets with management teams of grantees in year one. The purpose of these meetings is to review the CIP Data Snapshot with the local management teams and facilitate discussions on local plans to improve programs. Grantee management teams completing years two, three, or five, meet with external local evaluators to complete the same CIP process. These management teams then work together to complete Continuous Improvement Process Meeting Summaries that identify an area of strength and an area for improvement. Each local management team then implements the action plans proposed to improve their program. Data are then collected in the subsequent year to measure program improvement.

Technical Assistance and Professional Development. NDE provided technical assistance and professional development activities for grantees in order to facilitate their continuous improvement. An ongoing technical assistance plan was developed based on the review of research on best practice for afterschool programs, the statewide evaluation findings, and discussions at each project's continuous improvement process meeting. Monthly electronic newsletters are sent to all grantees and posted online. Monthly grant management and evaluation conference calls are held with project directors. The recordings and conference notes are posted online where others can access and review them, if they were unable to join the monthly call. When requested, resources were provided and some follow-up site visits occurred for program support in areas identified. A password protected e-learning system, My21stCCLC, was utilized for data collection, grant management, communication, and provision of technical assistance. All of the Nebraska project directors were required to attend the Nebraska project director annual meeting in September. New grant administrators were provided with yearlong outreach on the basics of grants management and evaluation. Technical assistance was offered to the new and veteran project directors on relevant topics including program planning and implementation, operation of an effective program, collaboration with families and community partners and alignment to school-day learning objectives. Vehicles for the delivery of technical assistance included both face-to-face meetings and

technology (e.g., site visits, monthly webinars, regional workshops, formation of the Middle School Network).

To assist projects in their continuous improvement process, the 21st CCLC state management team developed The 21st CCLC Elements of Quality, aligning the elements with the observation tool used by evaluators. A website for grantees was organized with resources available in each of the domains on the observation tool and the Elements of Quality.

A major professional development initiative during the 2011-12 and 2012-2013 school years focused on building interest and expertise in teaching and learning STEM content (Science, Technology, Engineering, and Mathematics). In the summer of 2011, the Nebraska 21st CCLC program received a four year Summer of Innovation Cooperative Agreement from the National Aeronautics & Space Administration (NASA). This initiative is titled Nebraska BLAST! (Building Lasting Afterschool STEM Teams) and targeted optional programming to traditionally underrepresented youth in grades 4-8. Content themes included Robotics, Aviation and Aeronautics, and Cosmic Connections to the Universe. Nebraska BLAST! was implemented through partnerships with the University of Nebraska and NASA Nebraska Space Grant. The Nebraska BLAST! program provided ongoing regional professional development for teachers and afterschool staff who then partnered to implement the content in their 21st CCLC sites. Professional development provided was focused on building expertise to teach STEM content, access and utilize NASA resources, build community and statewide partnerships, and most importantly strengthen collaborative working relationships between afterschool staff and classroom teachers.

Summary of data collection systems

Site level data were collected in Microsoft© Access databases developed for each grantee and disseminated by the statewide evaluator. Data were also collected in the federal web-based data collection system Profile and Performance Information Collection Systems (PPICS) and in annual Continuous Improvement Process Summaries including action plans submitted by grantees.

Program Evaluation Findings

Program evaluation of the 21st CCLC programs includes examining progress on four outcomes. These outcomes include measured quality of these programs, student achievement, observed changes in student social or behavioral patterns, and changes in family or community support of student learning.

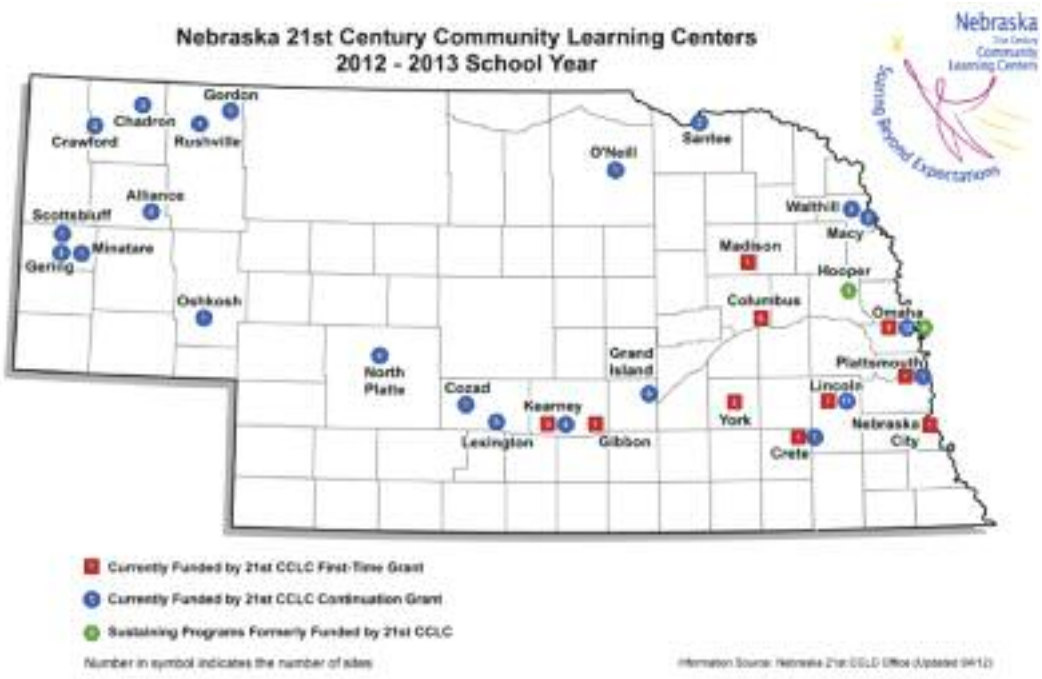
Description of Grantees, Sites, and Students Served

Project Demographics

Beginning in 2003-2004, NDE has conducted an annual grant competition to award five-year 21st CCLC federal grants for CLC programming. These 21st CCLC grant dollars are leveraged with other federal, state and local in-kind and matching funds to operate quality CLC programs. This year, two types of competitive grants were available (first-time grants and continuation grants). First-time grants are 100% grant-funded in years one through three, 80% in year four, and 60% in year five. Continuation grants (calculated at a daily rate that is 50% of the amount of the grantee's first-time grant) are awarded to quality 21st CCLC programs with level funding for a five-year grant period, and are available only to school buildings which have successfully implemented 21st CCLC programming for five years.

In 2012-2013 grant awards totaled $4,883,189 to benefit students in 27 Nebraska communities. To calculate an approximate estimate of the funding per regularly participating student, the sum of the full amount of first year of funding for first-time grants and twice the amount of first year funding for continuation grants (because continuation grants require a minimum of this level of local support). This amount ($7,718,465) divided by 8899 regular attendees results in an estimated funding of $867.34 per regularly participating student when considering 21st CCLC funds and required local support funds for continuation grants. This does not include additional local contributions which may include Health & Human Services Child Care Subsidy, other federal, state, or local resources, or parent fees, to name but a few. A major contributor in school-based programs is the school district's contribution such as facilities, staff, resources and support. Some established grantees estimate that 21st CCLC funding is merely 25% of their overall operational budgets. Therefore, the amount of $867.34 should be considered a very low estimate of overall funding per student but not an actual cost per student. In next year's evaluation, it will be recommended that programs provide greater detail regarding their operational costs, with an estimate of the portion that is supported by 21st CCLC funding and sources of other funding to operate their programs, in order to calculate a more accurate cost per student.

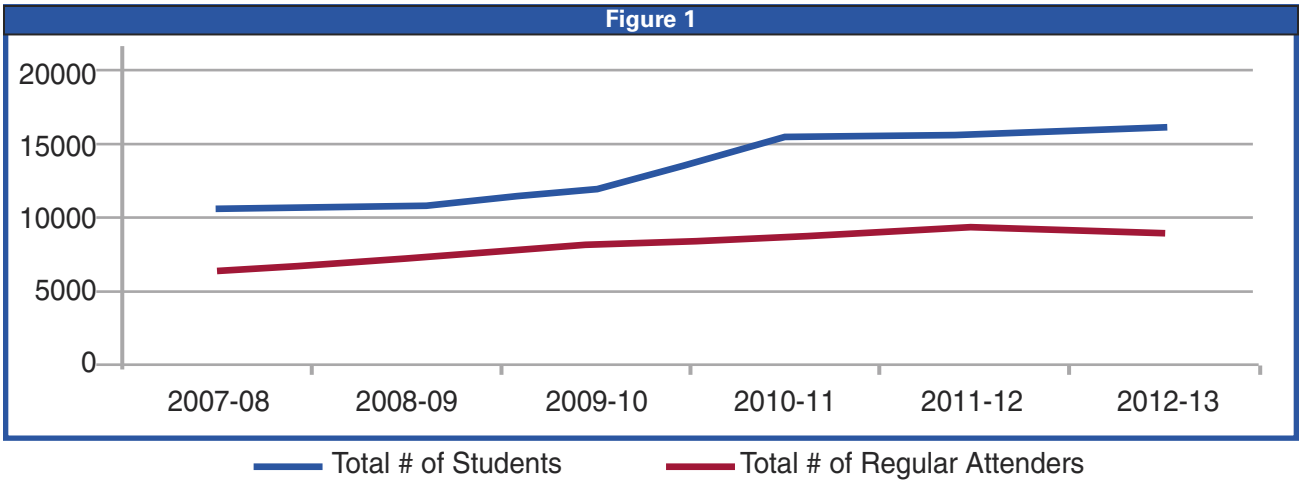
The following map provides a summary of the communities served in the 21st CCLC program for 2012-2013.



Student Demographics

A total of 16,121 students were served in out of school time (before-, after-, out of school days, or in summer school) in 2012-13 across funded 21st CCLC sites. Of those, 8,899 were regular attenders in funded 21st CCLC programs (55% of total students). Generally, the number of students served and those regularly served have steadily increased over the past 10 years.

Figure 1



Grade levels. As delineated in Figure 2 below, the majority of students regularly served in 21st CCLC programs across Nebraska were in kindergarten through fifth grade (71%).

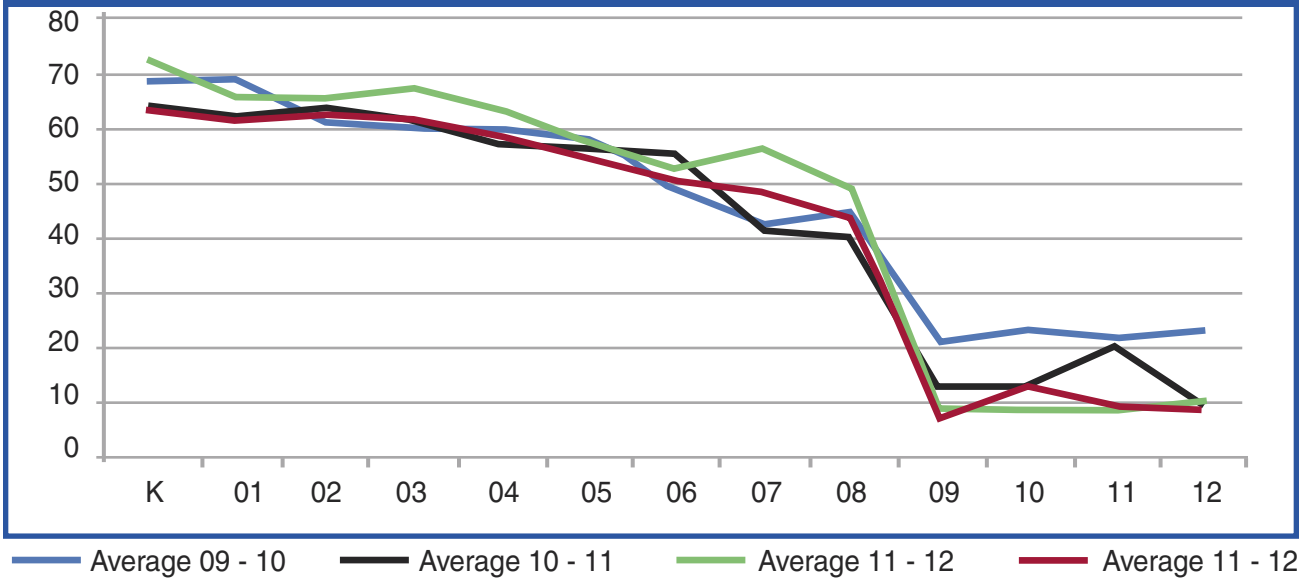
Figure 2

Grade Levels for Total and Regular Student Attenders for Nebraska 21st CCLC

Grade Level	# of Total Student Attenders	# of Regular Student Attenders	% of Regular Student Attenders
Kindergarten Students	1512	934	10.50%
First–grade Students	1830	1089	12.24%
Second–grade Students	1839	1097	12.33%
Third–grade Students	1935	1193	13.41%
Fourth–grade Students	1884	1068	12.00%
Fifth–grade Students	1658	929	10.44%
Sixth–grade Students	1626	953	10.71%
Seventh–grade Students	1636	901	10.12%
Eighth–grade Students	1362	667	7.50%
Ninth–grade Students	251	16	0.18%
Tenth–grade Students	210	28	0.31%
Eleventh–grade Students	169	14	0.16%
Twelfth–grade Students	209	10	0.11%
Total	**16121**	**8899**	**100.00%**

Figure 3

Average Days of Participation by Grade Level



Participation by Grade Level. The participation of different grade level groups was examined. Figure 3 depicts average days of participation by grade level across all students who enrolled in 21st CCLC programs from 2009 through 2013. Participation generally declined by grade level. The explanation for the decline is unknown. Professional development efforts (such as Nebraska BLAST!) have not yielded the increase in participation rates hoped for at the older grade levels. Therefore, further exploration will need to occur to determine the reasons for this trend.

Ethnicity. The 21st CCLC programs served a diverse group of children and youth. The majority of students served (57%) were from an ethnic minority category (see Figure 4 below).

Gender. Forty-eight percent (48%) of the regular attenders were female and 52% were male.

Eligibility for Free/Reduced Lunch. Seventy-two percent (72%) of the regular attenders were eligible for free or reduced lunch. This is a significantly greater percentage compared to all of Nebraska's schools (43.79%, data source is NDE State of the Schools Report, 2011-12).

Eligibility for Other School Services. Almost 16 percent (15.85%) of the regular attenders were English Language Learners. NDE State of the Schools Report (SOSR) data indicates that 6.47% of students in Nebraska's schools were identified as English Language Learners (2011-12 SOSR). About 18 percent (18.3%) of regular attenders were verified for special education, compared to 15.03% across Nebraska's schools (2011-12 SOSR).

Figure 4

Ethnicity for Regular Student Attenders for Nebraska 21st CCLC

Ethnicity	# of Regular Student Attenders	% of Regular Student Attenders
American Indian/Alaska Native	551	6.2%
Asian/Pacific Islander	202	2.3%
Black/African American	1474	16.6%
Hispanic/Latino	2396	26.9%
White	3874	43.5%
Multiple	402	4.5%
Total	**8899**	**100.0%**

Quality of 21st CCLC Programs

Quality programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Beckett, Capizzano, Parsley, Ross, Schirm, & Taylor, 2009; Burchinal, Peisner-Feinberg, Bryant, and Clifford, 2000).

Observations of Program Quality. The Observations for Quality After School Programming tool was developed by the statewide evaluator and used for program observations for the past eight years. Each year, the statewide evaluator observes all Year 1, Year 5, and any programs for which a new local evaluator is retained. Local evaluators are trained on utilizing the observation tool and inter-rater reliability is ensured through a process of comparing scores post-observation. Local evaluators are deemed reliable when they match within the prescribed intervals 85% or more of the time.

This year the statewide evaluator completed first year grant site observations and local evaluators with demonstrated reliability independently completed observations of Years 2, 3, 4, and 5 grantees. Continuation grant observations were generally completed by local evaluators, unless there was a significant change in project director and/or local evaluator. The observation tool measures outcomes in overall administration of the program, interactions among students and staff, support for family involvement and engagement, linkages between the school and community, general environment of the program, and observed program content (e.g., homework, language, mathematics, science, fine and dramatic arts, recreational activities).

Because programs have been approaching the ceiling of quality, the tool continues to offer only limited usefulness to programs. Therefore, this year an optional tool was piloted and this will be discussed in the next section of the report. Those sites that piloted the new tool were allowed to use the current observation tool as a self-assessment. Generally, those who completed self-assessments earned ratings very similar to what they scored when they were directly observed.

Programs were found to be of high quality. A total of 101 school sites were observed or self-assessed in the winter.

Figure 5					
OQASP Domain	2008-09	2009-10	2010-11	2011-12	2012-13
Number of School Sites Observed	**92**	**102**	**102**	**104**	**101**
Administration	**4.57**	**4.66**	**4.65**	**4.75**	**4.72**
Relationships	**4.43**	**4.47**	**4.48**	**4.58**	**4.63**
Family Partnerships	**4.25**	**4.37**	**4.47**	**4.57**	**4.49**
School & Community Collaboration	**4.47**	**4.53**	**4.52**	**4.64**	**4.56**
Environment, Safety & Wellness of Students	**4.52**	**4.56**	**4.59**	**4.63**	**4.69**
Programming	**4.16**	**4.24**	**4.22**	**4.43**	**4.34**
Overall	**4.40**	**4.48**	**4.49**	**4.50**	**4.58**

5-point scale with 1=not evident and 5=consistently evident

This represented 98% of funded school sites. Two sites could not be observed and rated because the programs were discontinued prior to the observation period. Overall, ratings have generally continued to improve on the *Observations for Quality After School Programming (OQASP)* findings (see Figure 5) and these ratings are greatly above the Indicator of Quality standard set by the Nebraska Department of Education (3.50 or greater on each domain and overall).

Measure: Observations for Quality After School Programming
Author: St. Clair, 2008
Scale: 1 to 5; 1 = Not Evident; 3 = Moderately Evident; 5 = Consistently Evident
Use: Sites had the choice of being externally rated using the "Observations for Quality After School Programming" observation rating tool (see measure textbox for more information), or they could pilot a new quality measure (Classroom Assessment and Scoring System) and complete a self-rating of program quality using the existing observation tool and identifying areas for continuous quality improvement.

Domain Level Analysis. Average domain ratings across programs were in the 4.3 to 4.7 range, suggesting that as a group the 21st CCLC programs were of good to excellent quality.

Classroom Assessment and Scoring System: The CLASS tool was piloted this year. Sites were asked to volunteer, particularly those that had rated at the ceiling of the existing observation tool.

A total of 12 sites piloted the CLASS. Six were K-3 observations, 5 were upper elementary, and 1 was secondary. About 75% of these were live observations and 25% were videotaped observations. In other evaluation and research studies, there are no significant differences between live and recorded observations. In terms of using data for continuous quality improvement, there are several advantages to video tape. Feedback from sites was 100% positive.

About the CLASS:

The Classroom Assessment and Scoring System (CLASS) was developed by Bob Pianta and a team of researchers at the Center for Advanced Study on Teaching and Learning. It is used to rate the quality of teaching and learning interactions. It consists of three to four dimensions depending on the grade level of the students:

- Emotional Support,
- Classroom or Group Organization,
- Instructional Support, and
- Student Engagement.

Scores range from 1 to 7, with scores in the 6-7 range indicating highest quality (3-5 is modest quality and 1-2 is low quality). The effectiveness cut point on Instructional Support is 3.25, meaning that scores above 3.25 are necessary to impact student achievement.

Results (see Figure 6) showed that 21st CCLC programs had strengths in the areas we expected: Emotional Support and Organization. Ratings were low--but not lower than national norms--in Instructional Support. Student engagement ratings were positive, but could be improved.

The CLASS has been added to the evaluation design in the coming year. It will implemented in all programs using a video tape format.

Teacher, Parent, Student, and Collaborative Partner Survey Outcomes

Teacher Survey Outcomes. The return rate of teacher surveys for students who attended 30 days or more was 76%, slightly lower than the previous three years (80%, 85% and 86%). The targeted return rate for teacher surveys was 90%.

School day classroom teachers were asked to rate each student's performance on district objectives/standards on a 3-point scale of 'Exceeds standards,' 'Meets standards,' and 'Below standards.'

Figure 6

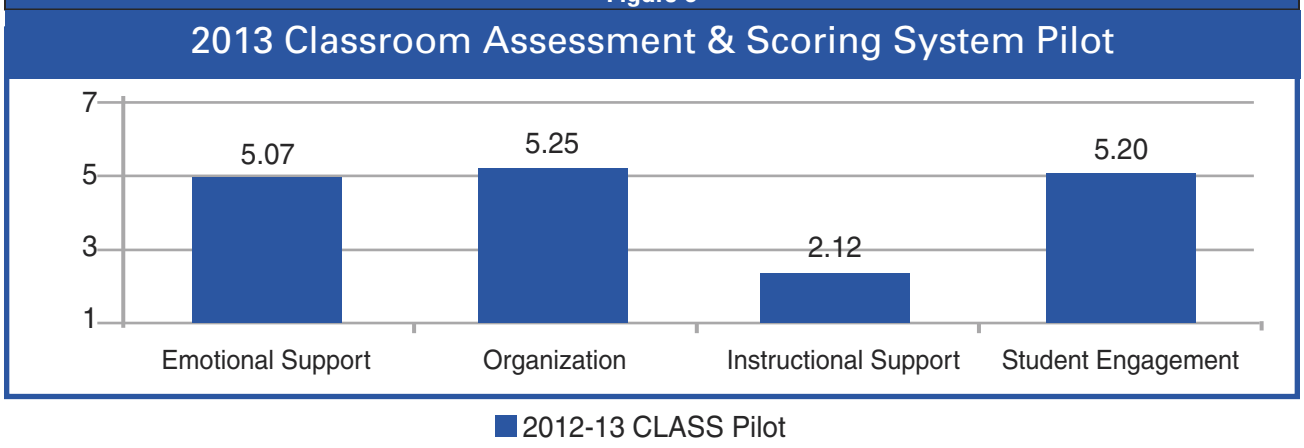


Figure 7				
Teacher ratings of Student Performance	Meets or Exceeds Standards			
	Reading	Writing	Mathematics	Science
Statewide	58%	57%	60%	64%

Domains entailed reading (including reading, speaking, and listening), writing, mathematics, and science (see Figure 7). The purpose of these ratings is to describe the population of students being served, rather than for use as an outcome measure. The rationale for this is that 21st CCLC programs recruit students who are not meeting standards in order to provide additional, yet different, hands-on experiential learning in out of school time settings.

Teachers were also asked to rate students on student behaviors (see Figures 8–9) by reporting their level of change (if any) from fall to spring. Results were limited to students with unique Nebraska Student and Staff Record System (NSSRS) numbers. Teachers were also allowed to note if a student was already excellent in a particular area in the fall or if an area was not applicable, such as homework in some kindergarten classrooms.

Measure: Learning Point Associates – Teacher Survey
Author: Learning Point Associates 2004
Scale: -3 to 3; -3 = Significant decline; 0 = No change; 3 = Significant improvement
Use: Classroom teachers of students enrolled in 21st Century Community Learning Center programs rate student's behaviors from fall to spring of a given program year to assess change. Ratings are gathered one time per year.

Overall, students demonstrated improvement according to teacher ratings, but the effect size was small and did not approach the zone of desired effect sizes of .40 or greater (Hattie, 2009; Cohen, 1988). Using an Analysis of Variance, those with greater participation demonstrated significantly higher gains overall ($p<.001$, $d=0.10$).

Figure 8											
Teacher survey ratings by item	1. Turning in homework on time	2. Completing homework to your satisfaction	3. Participating in class	4. Volunteering	5. Attending class regularly	6. Being attentive in class	7. Behaving well in class	8. Academic performance	9. Coming to school motivated to learn	10. Getting along well with other students	11. Family support of student's learning
Statewide	0.73	0.77	0.85	0.59	0.50	0.56	0.54	0.81	0.66	0.60	0.54

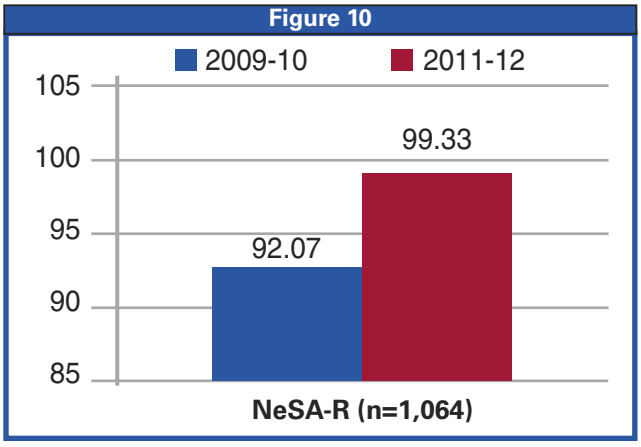
7-point scale ranging from -3=significant decline to +3=significant improvement

Figure 9 Teacher Survey – Ratings of Change				
Items	**Students Attending Statewide 21st CCLC Analysis of Gain Scores**			
	0-29 days	**30-89 days**	**90-120 days**	**121+ days**
Number of Surveys	864	2906	1414	2465
Turning in homework on time	0.49	0.63	0.62	0.74
Completing homework to your satisfaction	0.52	0.65	0.66	0.81
Participating in class	0.66	0.75	0.77	0.90
Volunteering	0.44	0.54	0.53	0.62
Attending class regularly	0.36	0.48	0.46	0.49
Being attentive in class	0.35	0.50	0.49	0.58
Behaving well in class	0.39	0.46	0.49	0.56
Academic performance	0.58	0.71	0.75	0.82
Coming to school motivated to learn	0.42	0.56	0.55	0.69
Getting along well with other students	0.43	0.54	0.52	0.65
Family support of student's learning	0.38	0.49	0.49	0.55
Average Change	0.46	0.57	0.58	0.67

7-point scale ranging from -3=significant decline to +3=significant improvement

Collective Impact on Longitudinal Outcomes. Another question examined in this year's evaluation was the longitudinal impact of 21st CCLC participation. Do students who participate two years in a row demonstrate any academic or other benefits? Does 21st CCLC participation, combined with other supports students are receiving from their schools and families, yield a collective impact on students? To address this question, student attendance data was gathered for 2010-11 and 2011-12, and a paired samples test was conducted using NeSA Reading scores from 2009-10 and NeSA Reading scores from 2011-12. Students significantly improved in NeSA reading scores from 09-10 (92.07) to 11-12 (99.33), ($p<.001$, $d=0.22$, $n=1064$). The effect size was below the zone of desired effect sizes of .40 or greater (Hattie, 2009;

Figure 10



Cohen, 1988). For this particular population of students 307 were not eligible for free/reduced lunch (29%), 620 were eligible for free lunch (58%), and 136 were eligible for reduced price lunch (13%). With 71% of the students being eligible for free/reduced lunch (commonly associated with being "at risk" academically), holding steady is considered a good result. To show significant improvement, albeit with low effect sizes, is a positive indication about the collective impact of what the students are experiencing.

Figure 11

Impacts on Groups and Subgroups of 21st CCLC Participants

Population	Number	NESA-R 09-10	NESA-R 11-12	Gain in NESA R Scale Score	P value	Cohen's d
All participants	1064	92.07	99.33	7.255	<.001	0.22
Disaggregated by Socio-Economic Status						
Eligible for Free Lunch	620	82.36	92.23	9.865	<.001	0.31
Not eligible for Free or Reduced Price Lunches	307	110.50	114.67	4.176	.03	0.12
Eligible for Reduced Price Lunch	136	94.52	96.78	2.257	NS	NA
Disaggregated by Racial/Ethnic and Gender Categories						
African American Females	110	78.90	91.45	12.554	<.001	0.40
African American Males	77	75.38	85.62	10.244	.003	0.35
Hispanic Females	143	84.78	97.67	12.895	<.001	0.47
Hispanic Males	140	83.43	91.99	8.557	.001	0.28
Native American Females	46	55.04	68.26	13.217	.008	0.41
Native American Males	38	64.24	59.74	-4.500	NS	NA
Disaggregated by Racial/Ethnic, Gender, and Free Lunch status						
African American Males Eligible for Free Lunch	60	71.18	82.68	11.500	.006	0.37
African American Females Eligible for Free Lunch	85	76.06	90.88	14.824	<.001	0.47
Hispanic Males Eligible for Free Lunch	99	82.10	92.03	9.929	.002	0.31
Hispanic Females Eligible for Free Lunch	102	79.53	94.13	14.598	<.001	0.55
Native American Males Eligible for Free Lunch	23	54.52	52.70	-1.826	NS	NA
Native American Females Eligible for Free Lunch	35	50.03	68.06	18.029	.003	0.54

Who benefited the most from participation? In terms of economic subgroups, students eligible for free lunch showed the greatest effect size changes (d=0.31), followed by students not eligible for free/reduced lunch, with students eligible for reduced price lunch showing no significant gain. All subgroups showed significant impacts with strong effect sizes except for Native American males and White male and female students eligible for Free Lunch (see Figure 11).

Is this result meaningful? This pattern was compared to the statewide average NESA Reading performance for students eligible for free/reduced lunch and compared them to 21st CCLC students who were eligible for free/reduced lunch (see Figure 12).

Levels of improvement were comparable between statewide free/reduced lunch students and 21st CCLC free/reduced lunch participants. The 21st CCLC students had fewer students proficient in reading in 2009-10 but a slightly steeper trajectory of improvement in 2011-12, as compared to students eligible for free or reduced lunch statewide. This suggests that the pattern of improvement for students who had sufficient participation in 21st CCLC is strong.

Parent Survey Outcomes. Parents of kindergarten through 12th grade students who were regular 21st CCLC attenders across Nebraska were surveyed regarding their ratings of the 21st CCLC programs on a number of different areas in order to assess the quality of services and

Figure 12

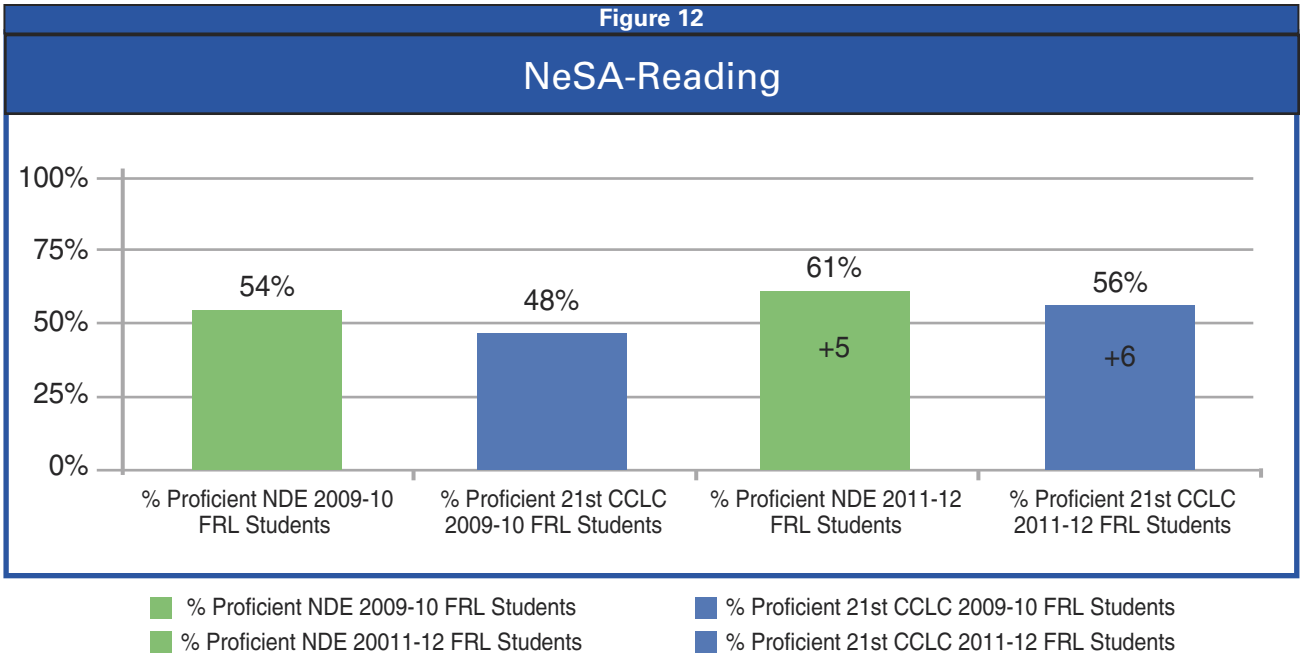
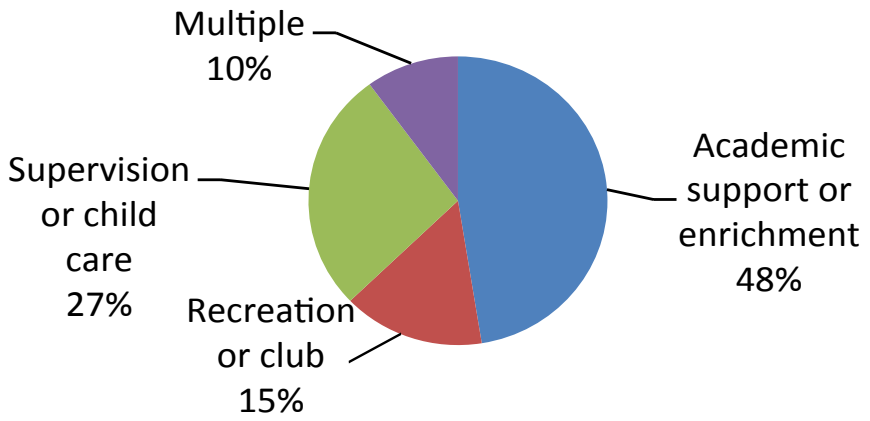


Figure 13

Parent Report of Why They Enrolled Student



perceived outcomes for their children. The statewide return rate for parent surveys was 65%, which was similar to prior years (63%, 70% and 65%). The targeted return rate for parent surveys was 90%.

Parents were asked to identify their primary reason for enrolling their child or youth in the 21st CCLC program. Figure 13 displays their responses.

These data suggest that the majority of parents (48%) enroll their children for academic support or enrichment opportunities as their primary reason.

Parents were asked to rate their satisfaction with the 21st CCLC program. Figure 14 reflects the overall average ratings across items for regularly attending students.

Figure 14

Parent survey items	1. CCLC is a benefit	2. CCLC staff are excellent	3. CCLC staff communicate	4. CCLC is safe	5. Activities are good	6. Child learns more	7. CCLC helps child's friendship	8. Informed about child & behavior	**Average**
Statewide	3.89	3.88	3.56	3.87	3.88	3.78	3.84	3.73	3.81

1=Disagree, 4=Agree

Measure: Evaluation Guidebook – Parent Surveys
Author: St. Clair, 2008
Scale: 4 = Agree, 3 = Slightly Agree, 2 = Slightly Disagree, 1 = Disagree
Use: This survey is administered one time to parents of students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders). Parents rate their perceptions of each statement.

Figure 15 reflects parent ratings of eight items relevant to 21st CCLCs distributed by attendance or participation grouping of the student (e.g., 0-29 days, etc.).

Greater participation was associated with slightly higher ratings on most items. The most positively rated item was that the program is a great benefit to their child, ratings of staff quality, and ratings of the safety of the program. The lowest rated item was related to communication about their child's progress.

Parents were also asked to identify types of parent involvement activities they demonstrated during the past program year. Parents responded either "Yes" or "No" to the following items. Figure 16 depicts the percentage of parents

Figure 15

Parent Survey Data

Rating		Students Attending Statewide 21st CCLC			
		0-29 days	30-89 days	90-120 days	121+ days
Number of Surveys Collected		459	2243	1275	2320
1	The 21st CCLC program is a great benefit to my child/youth.	3.89	3.88	3.91	3.90
2	The 21st CCLC staff are excellent (caring, reliable, skilled).	3.87	3.86	3.88	3.90
3	The 21st CCLC staff communicates with me regularly about my child's progress in the program.	3.47	3.48	3.52	3.61
4	The 21st CCLC program is a safe place, physically and emotionally.	3.88	3.86	3.90	3.89
5	The activities offered are good and my child enjoys them.	3.87	3.86	3.88	3.91
6	My child learns more by participating in the 21st CCLC program.	3.76	3.77	3.79	3.81
7	The 21st CCLC program helps my child build and maintain friendships.	3.82	3.83	3.85	3.87
8	My child's behavior is handled well in the afterschool program and I am kept informed about strengths and challenges.	3.64	3.70	3.72	3.78
	Overall Average	3.78	3.78	3.81	3.83

1=Disagree, 4=Agree

Figure 16								
Parent engagement activities	1. Read newsletters	2. Communicate with teacher	3. Visit school	4. Review homework	5. Volunteer	6. Support learning at home	7. Participate in groups	8. Share information
Statewide	74%	39%	82%	73%	26%	74%	19%	56%

indicating "Yes." The following table reflects overall levels of parent participation in the noted activities for parents of regularly attending 21st CCLC students.

Figure 17 distributes the percentage of parents responding affirmatively indicating they participated in the described activity. The distribution ranges from students served less than 30 days to students served greater than 120 days. The highest percentages of parents involved in activities were generally associated with greater participation rates by students.

Figure 17

Parent Survey Data – Ratings of Involvement

Percentage of Parents Responding Affirmatively to Items by Participation/Attendance Grouping of Student		**Attendance Grouping of Students**			
		0-29 days	**30-89 days**	**90-120 days**	**121+ days**
1.	Read newsletters from school	77%	72%	78%	81%
2.	Talk to or exchange e-mails with school teacher or teachers at least monthly	45%	40%	47%	45%
3.	Visit school during parent events (like parent-teacher conference, back to school night, etc.)	80%	73%	79%	82%
4.	Review homework every day, even if it is finished in the afterschool program	70%	67%	72%	78%
5.	Volunteer (help teacher, field trip, school events, help with book fairs)	28%	25%	27%	28%
6.	Support learning at home (extra learning activities, board games, family outings, computers, internet, reading)	75%	71%	76%	80%
7.	Participate in advisory groups (PTA, school improvement committees, parent advisory groups, PIRC councils).	20%	17%	18%	19%
8.	I share important information about my child with the 21st CCLC and/or school staff.	50%	47%	53%	60%

Scale= % of parents responding yes to described behavior

Parents of students with the greatest levels of participation were often, but not always, the group with the greatest percentages of "yes" to reading newsletters from the school, visiting school during parent events, reviewing homework every day, volunteering, supporting learning at home, and sharing important information about their child with program or school staff.

Elementary Student Survey Outcomes. Surveys are collected from students 3rd grade and older attending elementary programs and who have attended 30 days or more during the school year. The return rate of 74% was lower than the previous three years (82%, 83% and 78%). The targeted return rate for student surveys was 90%.

Figure 18 summarizes the ratings of older elementary students (3rd grade and older) who were regularly attending 21st CCLC students.

Figure 18

Elementary Student Survey Items		Statewide 21st CCLC
Return Rate		74%
1.	Getting good grades in school is important to me.	1.73
2.	I feel accepted by other kids in the 21st CCLC program.	1.40
3.	I feel accepted by other kids in school.	1.44
4.	I feel safe in the 21st CCLC program.	1.62
5.	I get my homework done in the 21st CCLC program (if I have homework).	1.47
6.	I talk to my family about my homework or what I'm learning in school.	1.24
7.	I'm getting good grades in reading (or language arts) at school.	1.48
8.	I'm getting good grades in mathematics at school.	1.48
9.	I follow the rules at school.	1.60
10.	I follow the rules in the 21st CCLC program.	1.61
11.	I get along well with the other students in the 21st CCLC program.	1.45
12.	I get along well with the other students in school.	1.48
13.	I like the activities in the 21st CCLC program.	1.49
14.	I like how we learn things in the 21st CCLC program.	1.46
15.	The adults in the 21st CCLC program care about me.	1.66
16.	I have a safe way to get home from the 21st CCLC program.	1.76
17.	Overall Average	1.53

No = 0, Sometimes = 1, Yes= 2

Measure: Evaluation Guidebook – Student Surveys (Elementary Version)
Author: St. Clair, 2008
Scale: No = 0, Sometimes = 1, Yes= 2
Use: This survey is administered one time to students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders) and who are in 3rd grade or above in an elementary school. Students rate their perceptions of each statement. Prompts describe constructs related to school success and academic achievement.

Overall, ratings by students were positive. Safety was one of the most positively rated items. Talking with family about homework, feeling accepted by peers in the program and getting along with peers in the program, and liking how they learn things in the program were rated less positively. It will be recommended that programs talk with older elementary students about these areas and learn more about continuous quality improvement in these areas.

Data were not disaggregated by attendance grouping because these analyses in past years have shown no significant differences. Figure 18 reflects elementary student ratings, distributed by attendance grouping. Attendance grouping ranged from less than 30 days to greater than 120 days.

Middle/High School Student Survey Outcomes. Surveys are collected from students in middle or high school who have attended 30 days or more during the school year. Student survey collection resulted in an average return rate of 75%, a slight decline from the prior year (82%), and a modest improvement from the two prior years (69% and 68%). The targeted return rate for student surveys was 90%.

Figure 19 summarizes the ratings of middle and high school students who regularly attended the 21st CCLC program.

Figure 19

Secondary Student Survey Items		Statewide 21st CCLC
Return Rate		75%
1.	Getting good grades in school is important to me.	1.88
2.	I feel accepted by others in the 21st CCLC program.	1.68
3.	I feel accepted by others in school.	1.63
4.	I feel safe in the 21st CCLC program.	1.81
5.	I get my homework done in the 21st CCLC program (if I have homework).	1.49
6.	I talk to my family about my homework or what I'm learning in school.	1.27
7.	I'm getting good grades in reading (or English) at school.	1.67
8.	I'm getting good grades in mathematics at school.	1.58

Figure 19		
Secondary Student Survey Items		**Statewide 21st CCLC**
9.	I follow the rules at school.	1.73
10.	I follow the rules in the 21st CCLC program.	1.76
11.	My friends encourage me to make good choices.	1.55
12.	I get along well with the other students in the 21st CCLC program.	1.68
13.	I get along well with the other students in school.	1.65
14.	I like the activities in the 21st CCLC program.	1.61
15.	I like how we learn things in the 21st CCLC program.	1.53
16.	The adults in the 21st CCLC program care about me.	1.77
17.	I have a safe way to get home from the 21st CCLC program.	1.88
18.	I would like to go to college someday.	1.86
19.	I am involved in community service or other activities to help others.	1.39
20.	There are ways I can make my community a better place.	1.69
21.	Overall Average	1.66

No = 0, Sometimes = 1, Yes= 2

Measure: Evaluation Guidebook – Student Surveys (Secondary Version)
Author: St. Clair, 2008
Scale: No = 0, Sometimes = 1, Yes= 2
Use: This survey is administered one time to students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders) and who are in a secondary school (middle or high school). Students rate their perceptions of each statement. Prompts describe constructs related to school success and academic achievement.

Safety was rated very positively, as was the students' aspiration to go to college someday. Lower rated items were similar to those of the older elementary students—discussing learning or homework with their family, liking how they learn things in the program—and they also rated community service involvement low. Peer acceptance was rated more positively than in prior years.

Partner Ratings of Collaboration

Collaboration Survey Outcomes. Collaboration surveys were used to measure the quality of collaboration between the program representatives, school teachers and administrators, and community partners. Sites were required to survey school staff (predominantly school administrators and teachers) and community partners to measure ratings of collaboration. Return rates are difficult to calculate, given widely varying school sizes and community contexts.

Statewide, a total of 2,839 collaboration surveys were collected. It is difficult to calculate a return rate for school and

community partners. To estimate a calculation, one would need to consider the number of staff in each school building in which a 21st CCLC site is operating (school partners). To estimate for community partners, one would need to consider at least those who serve on the management team, share planning, serve as a subcontractor (such as a local evaluator, community agency, etc.), or provide some level of programming for students. Therefore, return rate targets are not established for these data.

Figure 20

Collaboration Survey Data

Items		21st CCLC Statewide	
		School Partners	Community Partners
	Number	2314	525
1	The 21st CCLC program provides an afterschool program that strengthens student academic achievement.	4.38	4.72
2	The 21st CCLC program provides support for student social and behavioral development.	4.35	4.77
3	The 21st CCLC program helps to engage families and the community.	4.21	4.48
4a	The 21st CCLC program appropriately uses classroom spaces, gym or cafeteria spaces, media center, computer labs, and outdoor space.	4.48	
4b	The 21st CCLC program has sufficient resources to support students and families (physical space, materials, adequate budget, and at least are working toward a sustainability plan).		4.36
5a	I work with the 21st CCLC staff to connect programming to content offered during the school day (e.g., connects to standards, offers extension of an activity or concept taught earlier in the day, etc.).	3.65	
5b	We work together to connect afterschool programming to content offered during the school day, yet make sure the learning is offered differently in afterschool (hands-on more than paper and pencil tasks).		4.39
6a	I view the 21st CCLC as a part of our school, not a program offered by an outside agency or staff.	4.42	
6b	I view the 21st CCLC as a collaborative effort of the school, the program, and our agency. We have regular meetings to share planning and to review outcomes.		4.30

Figure 20

Collaboration Survey Data

Items		21st CCLC Statewide	
		School Partners	Community Partners
7	Communication with the 21st CCLC program staff is effective. I know when the program is being offered, who is attending, what's occurring, and am notified when there are changes.	4.15	4.49
8	School staff and 21st CCLC program staff systematically share information to support student homework completion.	3.92	4.24
9	We regularly share staff development offerings or training opportunities.	3.48	3.93
	Overall Average	4.12	4.41

1= strongly disagree and 5=strongly agree

Measures: Evaluation Guidebook – Collaboration Surveys (School and Community Partner Versions)
Author: St. Clair, 2008
Scale: 1 = Disagree; 3 = Neutral; 5= Agree
Use: School and Community partners fill out two similar but distinct surveys that measure agreement with statements focused on collaboration constructs.

Both school and community partners provided very positive ratings of the program addressing student academic achievement, supporting social/behavioral skills, and supporting family engagement the overarching goals of the Nebraska 21st CCLC program (See Figure 20). Generally, ratings were greater from community partners than from school partners. All community partner ratings and most school partner ratings were above the indicator of quality rating—3.50 or greater. One area was below the indicator of quality for ratings by school partners: 'We regularly share staff development offerings or training opportunities.'

Statewide, technical assistance should be provided to assist programs and their school partners to identify opportunities to share staff development resources.

Summary and Recommendations

Benefits for All Students

Participation in Nebraska's 21st Century Community Learning Centers (21st CCLCs) makes a difference in student achievement for students at risk. A total of 16,121 students were served this year, and 55% (8,899 students) were regular attenders in after school programming. Seventy-two percent (72%) of these students receive free/reduced lunches, 16% were English language learners, and 18% were verified for special education. Students who attended 90 days or more were also rated significantly more positively by teachers in key behaviors related to learning: homework, participation, attendance, behavior, motivation, general academic performance, getting along with other students, and family support of student learning. While gains were slight overall across students, and effect sizes low, the results showed that greater participation in the program was associated with significantly higher gains noted by school day teachers.

Students who participate longer earn significantly improved NeSA reading scores. Longitudinal analyses examining multi-year participation in 21st CCLC showed collective impact of this program along with all of the other services students at risk are receiving in schools. Strong effect sizes on improvements in NESA reading scores were shown from 09-10 to 11-12 (92.07 to 99.33, $p<.001$, $d=0.22$, $n=1064$ with 58% eligible for free lunch and 13% eligible for reduced price lunch, a total of 71% eligible for free or reduced price lunches). Students eligible for free lunch demonstrated the most benefit (gain of 10 points on NESA Reading over two years) and the strongest effect size gains ($d=0.31$). The effect size change for the group overall was within the zone of desired effect sizes of .40 or greater (Hattie, 2009; Cohen, 1988). All subgroups showed significant improvements with effect sizes within or approaching the zone of desired effects, including African American Males eligible for Free Lunch and many other subgroups; however, Native American males did not follow the same trends. This subgroup of students showed diminished NESA Reading scores over time, despite the collective impact of participation in 21st CCLC and other programs in their schools.

External ratings by qualified evaluators and program self-ratings found Nebraska's programs to be of high quality (4.50 overall rating on a 5.00 scale, with an Indicator of Quality standard set by the Nebraska Department of Education at a rating of 3.50 or greater). Programs have continued to grow in quality overall since the beginning of Nebraska's 21st CCLC programs. In 2004, the overall ratings on the tool averaged 3.70 overall, compared to this year's 4.58 overall. This past year, 21st CCLC sites volunteered to pilot The Classroom Assessment and Scoring System or CLASS (Pianta, et al). This tools measures teaching interactions related to instructional support, emotional support, and organizational climate. Preliminary data from 12 programs ranging from K-3 to secondary showed that programs have strengths in the areas of Emotional Support and Organization, but have opportunities to improve in Instructional Support and somewhat in Student Engagement. The student engagement ratings mirror somewhat student feedback on student surveys about not always liking how they are learning things in the 21st CCLC programs. CLASS video tapes will be scored and narrative feedback combined with embedded video clips will be used to assist sites in seeing opportunities to more often provide student centered, experiential, and hands-on activities that prompt students to think creatively and critically about their work. Statewide professional development then will need to focus on helping programs to replace work sheets, repetitive and teacher-directed activities with an increasing percentage of experiential, inquiry based activities.

Parents primarily enrolled their children for academic support and enrichment, and reported that these programs benefited their children. Forty-eight percent of parents reported they chose the 21st CCLC program for academic support or enrichment. Parents overwhelmingly reported the program was a great benefit to their child (3.89 on a 4.00 scale indicating strong agreement). Parents of students who attended 121 days or more reported significantly greater family engagement than parents of students in the lesser tiers of participation.

Future Directions and Continuous Improvement

Recommendations for continuous improvement are developed from areas where statewide averages do not meet the indicators of quality, where statewide averages are approaching the ceiling of

measurement for a tool consistently over time, or where a review of the implementation of the program statewide suggests an area for improvement.

1. It is recommended that exploration occur to learn more about why the average days of participation generally decline by grade level. This, combined with the mixed results on student surveys, suggests the need for additional or alternative evaluation methodology to dig deeper into student perceptions. This exploration might take the form of focus groups, interviews, or supplemental surveys with older students.

2. It is recommended that statewide professional development focus on strategies for:
    a. Assisting programs in moving beyond teacher/group leader directed activities to student centered activities that are experiential and inquiry based,
    b. Connecting students and their families on what students are learning in school,
    c. Providing service learning or community service options for middle and high school students,
    d. Assisting programs in determining how best to include a representative group of parents in shared decision making on key issues related to student learning,
    e. Providing strategies for schools and programs to work together to ensure that at least one after school program staff member participates on school improvement teams.
    f. Focus specifically on Native American male students and the collective efforts of the schools and 21st CCLC programs in improving the academic and life trajectory of this particular subgroup of students given the lack of impact on their long term reading skills.

3. It is recommended that programs be asked to provide greater detail regarding their operational costs with an estimate of the portion that is supported by 21st CCLC funding and sources of other funding to operate their programs in order to calculate a more accurate cost per student.

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Appendix 1: Success Stories submitted by Grantees

Names have been changed to pseudonyms and any identifying information is removed. Stories are otherwise not edited and are left in the voice of the program staff preparing these success stories.

#1 Elementary Success Story

Kayla is a first grade girl at a tribal elementary school. She was new to the school this past academic year. She signed up for the after school program in August, 2012. Originally, her attendance was sporadic, but she soon became a regular attender.

Kayla is the 4th child in a large family with six other siblings. Her mother is a single mom who lives in a nearby community. Kayla and her younger brother stay with their grandparents. They shift between two sets of grandparents. The grandparents that they stay with most regularly have other grandchildren in their home too.

When Kayla began the afterschool program, she struggled a great deal with reading and math. Staff spent the majority of one-on-one time with Kayla working on reading concepts such as fluency, comprehension, retelling and vocabulary. In math, staff concentrated on addition and subtraction exercises.

Kayla has nearly perfect school attendance. She is very polite and is a pleasure to have in class. Although she is very young, Kayla is remarkably responsible and works well with older students. Kayla especially enjoys using the puppets to help with reading concepts. In the afterschool program, she is learning and practicing computer skills, playing math games and working on her reading skills.

Kayla has strengthened her abilities in both reading and math this year! She enjoys working in pairs and in groups with kids her age. Moreover, her self-confidence has seemed to build and shine over the course of the year. The program aims to maintain this and continue to build her academic and social emotional progress.

#2 Secondary Success Story

At the beginning of the year, Community Learning Center (CLC) staff went to all the teachers and asked about students in their classrooms. Jose, a Hispanic-sixth grade student, was one of the names that got lost in the shuffle. He has average grades, studies enough to pass the tests, and responds in class when spoken to directly. Jose attends afterschool programming. He shows up for enrichment activities, but—just like in class—he attends the bare minimum. The CLC staff members attempted to engage him in more activities, bring out his personality, and ask for suggestions about future activities. This all occurred with little success. Jose's behavior did not become worse, but it was not improving.

Jose chose to join a writing club called NaNoWriMo. NaNoWriMo is a continuous club with stages stretching out across second, third, and fourth quarters. At the end of the term, if the students complete all the necessary steps, they receive a bound copy of their writings. This club was led by his former fifth grade writing teacher. Knowing his temperament, the club leader was expecting Jose to complete the minimum, but possibly not get his book finished—this could be due to lack of time or motivation. After reading his first draft, the club leader was amazed at Jose's writing abilities. She shared her excitement with me and we spoke with Jose after school. We shared our encouragement with Jose, hoping to bring up his spirits and motivate him to complete his book. Jose seemed more interested after our encouragement, but continued on as normal. After a few weeks, Jose began asking if he could visit his NaNoWriMo leader after school to work more on his book. Soon after, he began asking her if he could stop by before school as well. By the end of the writing process, Jose was visiting his club leader before school, during lunch hour, and also after school.

It was obvious that Jose was becoming more motivated as the weeks passed. He took constructive criticism well, was more apt to ask questions, and even began sharing his writing with classmates and friends. Before CLC staff members knew it, Jose was handing in his finished, bound book to read! Jose has already begun asking about writing next year with NaNoWriMo. We are hoping we can continue Jose's writing throughout the year and motivate him to write a second book!

#3 Secondary Success Story

This student success story is a little different and I hope that this story really puts things in perspective as to why we really serve our

members and families. This story is about a 10 year old named S . He comes from a single parent home where he is raised by his mother, a new baby sister, a younger brother, and a couple of more siblings that are still in Africa. S came to the United States from East Africa from the city of Kenya last July. Our middle school was the first ever school that S attended in the United States.

When I first met S's mother, she told me that S struggled in reading and language arts. She said that even though he spoke a little English, he still needed to comprehend it on paper. His mother put S in the CLC so that he could get tutoring in math and reading as well as to have a safe place for S to be while she was at work. His mother works the 3-11pm shift at the hospitals as a License Practical Nurse (LPN). His mother was very adamant about S receiving a good education in the states and she was very clear on his reason for attending our school and the CLC. She stated that this was a privilege for S to learn and for him not to take it for granted because the educational system was not as successful in Kenya as it is in the United States.

S was up for the challenge and excelled in the classroom as well as in the CLC program. S attended the program two to three times a week and really loved attending the program. S enjoyed art, basketball, the cake decorating club, reading, and just learning. He was a very mature and well-mannered young man to be 10 years old. S would always tell my staff and I that he did not understand why the American kids were so disrespectful to their authorities and to each other. Every comment or reply that came out of S's mouth was "yes sir, yes ma'am, please and thank you." His politeness really won S a lot of friends in his 5th grade class as well as in the CLC.

Unfortunately, S passed away in the early morning hours one Friday toward the end of the school year. His death was untimely and when the school and CLC staff received this very sad news, it sent shock waves all through the school. In life, S was a young vibrant, happy, respectful, and loving kid. S was a very quiet and soft spoken young man but you noticed him by his smile and his mannerism. When he got finished with his art projects, he would give them to the CLC staff and they would post them on the wall. S's positive attitude, loving spirit, his love for learning, and his passion for art will be missed. S had a great time when he attended the CLC. This is the very reason that I enjoy the work that I do and why I stress the quality of the program. Our goal is to offer unique opportunities where the members can still learn while having fun. I

tell my staff to love all the members and give them a fun time of their life for 3 hours and put 100% in to their work all of the time.

I will leave with this basketball analogy since I am a former college basketball coach. I am the head coach, my staff are the assistant coaches, the members are the players, the lesson plans are the basketball plays, and we all work for the franchise. Each day that we come to work is a basketball game. The game lasts 3 hours or more. During the game, the coaches (staff) will have plays (lesson plans) for the players (members) to run. If the plays don't work, you have to throw that play out and make up a new one so that the organization can win the game. In those plays are character builders, teaching the members to be responsible, become caring citizens, life skills, positive relationships being built, art activities, love, education and career activities, fitness activities, cooking activities and so on. Our biggest cheer leaders are the families, providers, the school staff, community partners, and philanthropic organizations, to make this program a success, and if the members had fun and learned something at the end of the day then we won the game.

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